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ABSTRACT

Intended for local school administrators, the guidebook suggests policies for the initiation, organization, and operation of special education programs in Arizona. Brief general definitions for various handicapping conditions are provided, along with general procedures related to the following activities: screening, referral, evaluation, primary language determination, placement, review of special educational placement, documentation, maximum membership in programs, facilities, work experience, certification, powers of the school board in the district or county, county school programs, contracting with public or private agencies, application for approval of special educational programs, attendance reporting, appropriation and apportionment of funds, and budgeting. In addition, particular procedures for each of the above categories are discussed for each of the following handicapped populations: mentally handicapped, emotionally handicapped, gifted, homebound/hospitalized, multiply handicapped, physically handicapped, learning disabled, and speech handicapped. Appendixes include state statutes related to the education of the handicapped, along with forms used in reporting and requesting special educational services. (GW)

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State of Arizona

Department of Education

W. P. Shofstall, Ph. D., Superintendent

ADMINISTRATOR'S GUIDE

Programs For Exceptional Children

1972-73

EC 051 272 E

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FOREWORD

The guidelines contained in the Administrator's Guide, Programs for Exceptional Children, have been developed in an attempt to help school districts initiate needed new programs or those continuing special classes. This guide will provide direction and facilitate unity in the state-wide planning of educational programs for all children with special needs.

Expanded and ameliorated special education programs are one of the most critical needs in our educational system today. The Division of Special Education has prepared this guide to provide assistance and procedures for establishing and maintaining programs for exceptional children.

This present bulletin, Administrator's Guide, Programs for Exceptional Children, 1972-73, has been prepared to include the information for local school administrators relative to policies for the initiation, organization, and operation of special education programs in Arizona. (Arizona Revised Statutes, Title 15, Chapter 10, Sections 15-1011 through 15-1017 and 15-1246 and 1247.)

W.P. Shofstall, Ph.D.
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OUR THANKS!

The Division of Special Education is grateful for the assistance and cooperation in the preparation and critical review of this publication by the Special Education Advisory Committee, Guidelines Committee, superintendents, and specialists in special education.

The Special Education Advisory Committee has provided tremendous aid and will continue to assist in maintaining the high standards desired for special education services in Arizona.

A special note of thanks must go to the Guidelines Committee for the many hours of time volunteered to assist the Division of Special Education in preparing the Administrator's Guide, Programs for Exceptional Children.

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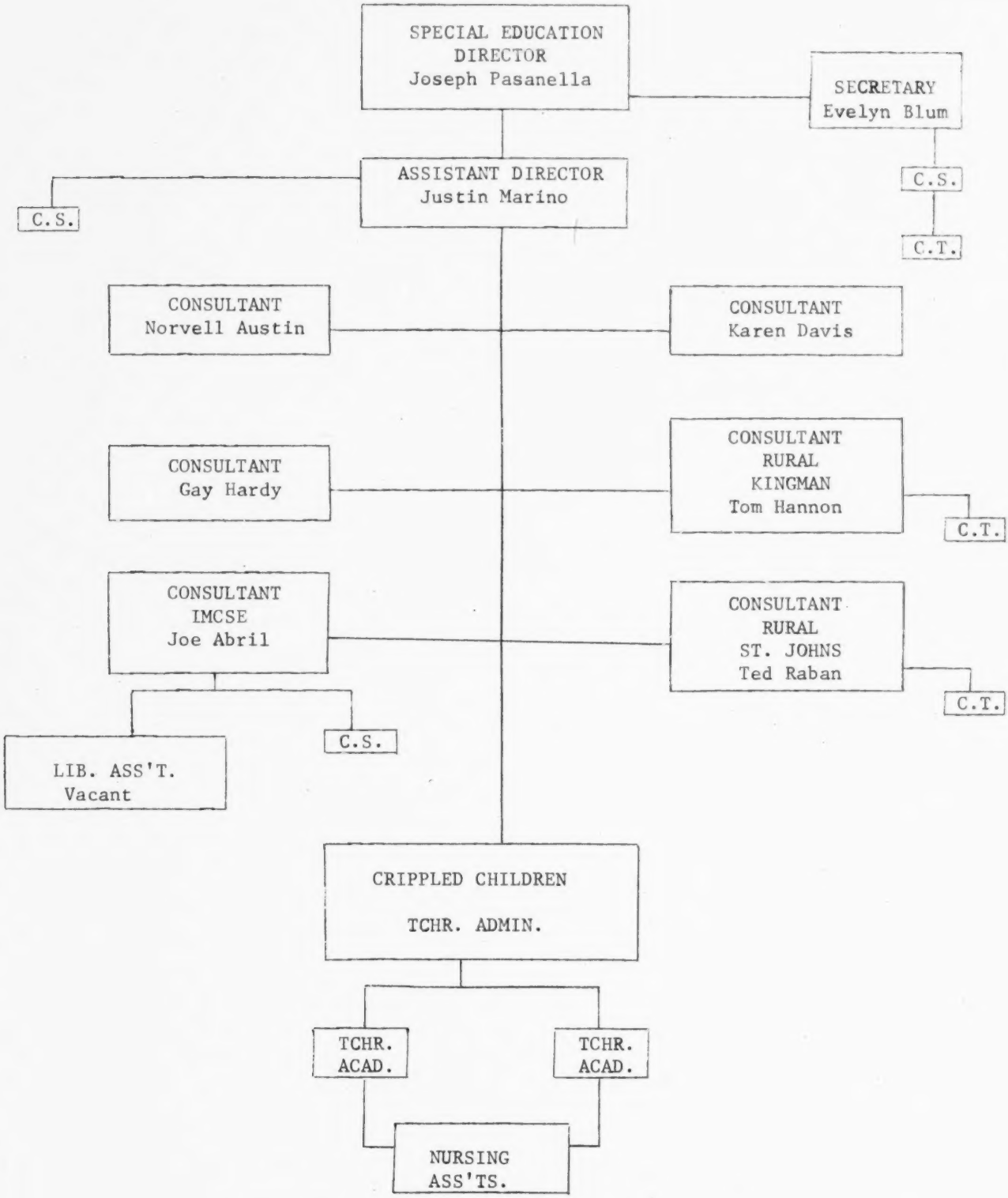

PHILOSOPHY OF THE PROGRAM FOR EXCEPTIONAL CHILDREN

Our society has always been aware of the presence of millions of handicapped children and adults. In years past we have too frequently considered their plight as hopeless. Recently, a new prospective has emerged; one of awareness of social, emotional and educational needs of those individuals who have a handicap which hampers their ability to live a so-called "normal life". Recent and continued awareness has revitalized and increased our dedication to provide those services which will assist the handicapped so that they may live full and productive lives.

In extending services, a new direction for special education has been likened to a continuum both horizontally and vertically. An adequate system of delivery of services for the handicapped must necessarily contain the components of coordination of all ancillary agencies as well as a full variety of programs designed to provide for greater individualization. Hopefully, we shall develop greater sensitivity for all pupils, particularly those with special needs.

The Division of Special Education realizes its committment to Arizona's exceptional children and shall continue to assist them educationally to become independent and self-sufficient citizens. We shall continue to encourage programs designed to improve educational services; increase the number of qualified professional personnel; acquire and utilize modern equipment and educational materials; and encourage research and evaluation of new and innovative educational techniques in order that handicapped children of our state shall reach their maximum potential.

Joseph Pasanella

Joseph Pasanella
Director, Division of Special Education

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ARIZONA'S PROGRAMS FOR EXCEPTIONAL CHILDREN

Definitions

The following are general definitions of terms used in Title Fifteen, Chapter Ten, of Arizona Revised Statutes and Arizona's Programs for Exceptional Children:

1. Exceptional child means a gifted child or a handicapped child.

2. Gifted child (GFT) means a child of lawful school age who due to superior intellect, advanced learning ability or both is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, special ancillary services or both to achieve at levels commensurate with his intellect and abilities.

3. Handicapped child means a child of lawful school age who due to physical, mental or emotional characteristics or a combination thereof is not afforded the opportunity for all-around adjustment and progress in regular classroom instruction and who needs special instruction, special ancillary services, or both to achieve at levels commensurate with his abilities.

   a. Educable mentally handicapped (EMH) means a child who because of his intellectual development, as determined by evaluation pursuant to § 15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically productive and socially adjusted.

   b. Emotionally handicapped (EH) means a child who because of social or emotional problems, as determined by evaluation pursuant to § 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special classes or special services designed to promote his educational and emotional growth and development.

   c. Homebound or hospitalized (HBD) means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three (3) school months.

   d. Multiple handicapped (MH) means a child who has serious learning and developmental problems resulting from multiple handicapping conditions as determined by

evaluation pursuant to § 15-1013, and who cannot be provided for adequately in a regular class.

e. Physically handicapped (PH) means a child who has a handicap or disability, as determined by evaluation pursuant to § 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

f. Specific learning disability (SLD) means the condition of a child who exhibits a significant discrepancy between ability and achievement as determined by evaluation pursuant to § 15-1013. The specific learning disability may be manifested by perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, but excluding learning problems which are due primarily to visual, hearing or motor handicaps, mental retardation, emotional disturbance, or to environmental disadvantage.

g. Speech handicapped (SPH) means a child whose speech differs, as determined by evaluation pursuant to § 15-1013, to the extent that it calls attention to itself, interferes with communication, or causes the child to be maladjusted.

h. Trainable mentally handicapped (TMH) means a child who because of his intellectual development, as determined by evaluation pursuant to § 15-1013, is incapable of being educated in regular classroom instruction or educable mentally handicapped classes and who meets the following criteria:

(1) Is physically capable of attending school and benefitting from the school experience.

(2) Is able to communicate to the extent that he can make his wants known and can understand simple directions.

4. Special education means the adjustment of the environmental factors, modification of school curricula and adaptation of teaching methods, materials, and techniques to provide educationally for those children who are gifted or handicapped to such an extent that they do not profit from the regular school curricula or need special education services in order to profit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered sufficient handicap to require special education.

Visual handicapped and aural handicapped programs are administered and supervised by the Arizona School for the Deaf and Blind located in Tucson, Arizona. Any questions should be addressed to the Superintendent of the School.

Screening and Referral

A written method should be devised by the school district for local district utilization which will annually screen potential candidates for special education programs. A team, consisting of at least three (3) members, should have a representative from as many professions as possible and may include:

1. An Administrator
2. Special Education Personnel
3. Counseling Personnel
4. Psychological Personnel
5. School Nursing Personnel
6. School Social Work Personnel
7. Other Appropriate Personnel (i.e., Speech Therapist or Learning Disabilities Specialist)

A thorough case study should be completed on each candidate for special education programs. This case study may be utilized in the referral for evaluation. A referral for evaluation is required by ARS § 15-1013 and attention is called to the following quotation from the law:

> "A. The referral of a child for evaluation for possible placement in a special education program shall be made under the direction of the Chief Administrative Official of the school district or county or such person designated by him as responsible for special education, after consultation with the parent or guardian."

Evaluation

An evaluation is required before any candidate may be placed in a special education program. This evaluation shall be of the capabilities and limitations of the candidate. The evaluation shall be made by at least one (1) professional specialist in a field relevant to the candidate's exceptionality. The educational implications of the exceptionality should be evaluated by a school psychologist whose qualifications have been approved by the State Board of Education. (Refer to each category for specific requirements regarding evaluation.)

The results of the evaluation shall be submitted in writing to the Chief Administrative Official of the school district or county, or to such person designated by him as responsible for special education. The written report of educational appraisal shall include:

1. An educational assessment of the child's abilities and disabilities utilizing a variety of instruments.

2. Instructional and behavioral recommendations for educational program.

An evaluation is required by ARS § 15-1013 and attention is called to the following quotation from the law:

"B. Before a child is placed in a special education program an evaluation shall be made of the capabilities and limitations of the child. The evaluation shall be made by at least one (1) professional specialist in a field relevant to the child's handicap and under the direction of the Chief Administrative Office of the school district or county or such person designated by him as responsible for special education. If appropriate, the educational implications of the handicapping conditions shall be evaluated by a psychologist.

C. The results of the evaluation shall be submitted in writing and with recommendations to the Chief Administrative Official of the school district or county or to such person designated by him as responsible for special education."

Primary Language Determination

Before a child is evaluated for placement in a special education program, a determination will be made as to whether his primary language is other than English. A TESTING PROCEDURE FOR DETERMINING THE PRIMARY LANGUAGE HAS BEEN DEVELOPED BY THE DIVISION OF SPECIAL EDUCATION AND IS AVAILABLE UPON REQUEST. The chief school administrator or his designated representative will attest in writing to the investigation, and determination of the individual's primary language prior to evaluation of the student for special education.

A. Evaluation Procedures If Primary Language Is Other Than English

If a child's primary language is determined to be other than English, a school district shall follow one or more of the listed possible procedures for evaluating a child for possible placement in a special education program.

1. Use a psychologist fluent in both the child's primary language and English.
2. Use an interpreter to assist the psychologist both with language and testing.
3. Use test instruments administered by a psychologist, which do not stress spoken language and which are considered valid and reliable performance measures of intellectual functioning, such as the Wechsler Performance Scales.

B. Review of Placement

All children whose primary language is determined to be

other than English, attending or assigned to classes for the Educable Mentally Handicapped or the Trainable Mentally Handicapped at the time of the adoption of these regulations shall be reassigned to regular classes on or before October 1, 1973, unless re-evaluation utilizing the procedures stated in these regulations have been followed.

Where an evaluation or re-evaluation under these regulations reveals that a child has been misclassified or misplaced as a handicapped child due to difficulty in writing, speaking or understanding the English language, the school district shall remove all indications of such misclassification or misplacement from the child's school records and shall also provide appropriate remedial instruction.

Placement

Placement of a candidate in a special education program shall not be considered until the screening, referral and evaluation procedures have been completed. It is recommended that no child whose primary language is other than English be placed in a special education class for the Educable Mentally Handicapped if he/she scores higher than two (2) standard deviations below the norm on test instruments required in the "Evaluation Procedures if Primary Language Is Other Than English". (See page 4) Intelligence tests shall not be either the exclusive or the primary screening devices in considering a child for placement in classes for the handicapped.

A child shall not be considered for placement in classes for handicapped children unless an examination of developmental history, cultural background, and school achievement substantiates other findings of educational handicap. This examination shall include estimates of adaptive behavior. Such examination of adaptive behavior shall include, but not be limited to, a visit to the child's home to interview members of the family. This visit is to be with the consent of the parent or guardian by an appropriate professional advisor which may include, but not limited to a physician, psychologist, professional social worker or school nurse. If the language spoken in the home is other than English, such interviews shall be conducted in the language of the home.

When a school district enrolls any children of any racial, linguistic or ethnic group in any class for exceptional children in substantially greater or lesser percentages than the percentages of such racial or linguistic or ethnic group in the school population of the district as a whole, such school district should be prepared to offer a compelling educational justification for such disproportionate enrollment.

A placement procedure is required by ARS § 15-1013 and attention is called to the following quotation from the law:

"D. In determining placement the following persons shall be consulted by the Chief Administrative Official of the school district or county or such person designated by him as responsible for special education:

1. The school principal.
2. A person responsible for administering or conducting special education courses in the school or school district.
3. A teacher who currently has been instructing the child.
4. An appropriate professional advisor who may be a physician, psychologist, professional social worker, or school nurse.
5. A parent or guardian of the child."

One representative from each of the above categories shall meet together as an evaluation team to review the evaluation and placement of any child considered for placement in classes for handicapped children. The evaluation team shall recommend an appropriate educational program for all children considered for placement or placed in classes for exceptional children.

Parental approval, pursuant to ARS § 15-1013(E) must be obtained in writing prior to placement of any child in classes for handicapped children. A description of the nature and content of the special program offered; their prior effectiveness in benefitting children there assigned; and the feasibility for the rate and time of return of children to regular classes shall be explained in the primary language of the home. Written permission for placement in the recommended special education program shall be obtained on a form in English and the primary language of the home. Such forms shall also contain notice in both English and the primary language of the home of the right of the parent or guardian to request a review of the placement once each semester pursuant to ARS § 15-1014, and to withdraw consent for placement in classes for exceptional children.

All communication with parents of children considered for placement in classes for handicapped children, whether written or oral, shall be in the primary language of the home.

The parent or guardian (or his representative) of a child considered for placement in classes for exceptional children shall have complete access to school records concerning his/her child upon request and shall receive the full cooperation of school officials in examining those records during regular school office hours.

Information regarding any exceptional child's status shall be confidential--other than to parent or guardian (or his representative) or professionals involved in the educational process of the individual.

Review of Special Education Placement

Review of special education placement is defined in ARS § 15-1014 and the law is quoted:

"§ 15-1014. Review of Special Education Placement.
The placement of a child in a special education program shall be reviewed by the Chief Administrative Official of the school district or county or such person as designated by him as responsible for special education once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the special education program. A copy of the results of the review shall be submitted to the person making such request or recommendation for review."

Documentation

The Chief Administrative Official of the school district or county or such person as designated by him as responsible for special education shall prepare documents indicating that the requirements of ARS § 15-1013 (evaluation and placement) and requests for review of placement (ARS § 15-1014) have been met. Your attention is called to the persons listed in ARS § 15-1013 and under each category in the manual. THESE DOCUMENTS SHALL INCLUDE THE WRITTEN APPROVAL OF THE PARENT OR GUARDIAN FOR PLACEMENT IN SPECIAL EDUCATION. THIS DOCUMENT SHALL BE RETAINED IN THE OFFICE OF THE CHIEF ADMINISTRATIVE OFFICIAL OF THE SCHOOL DISTRICT OR COUNTY OR IN THE OFFICE OF A PERSON DESIGNATED AS RESPONSIBLE FOR SPECIAL EDUCATION. A copy of the document concerning review of placement (results of review) shall be submitted to the person making such request or recommendation for review.

Maximum Membership in Programs

Maximum enrollment (membership) in special education programs shall be as follows:

Educable Mentally Handicapped - 15 per teacher
Emotionally Handicapped - 10 per teacher
Gifted Child - Maximum membership shall be limited to 3% of previous year's total district ADA.
Homebound or Hospitalized
1. In home or hospital - 7 per teacher
2. Classes for pregnant girls - 15 per teacher
Multiple Handicapped
1. Children ages 6-10 - 5 per teacher
2. Children ages 11 and above - 7 per teacher
Physically Handicapped - 10 per teacher
Specific Learning Disability - 10 per teacher
Speech Handicapped - 90 per speech therapist during a school year
Trainable Mentally Handicapped - 10 per teacher

Resource Program - 15 per teacher

Paraprofessional Services - under this program a school district may increase the membership by two (2) after employing a full-time, trained, paraprofessional to work in the classroom. Districts must verify in writing the training program for the paraprofessional.

The maximum membership limit as stated above applies to both elementary and secondary special education classes and programs. Functionally, this means that a professional person assigned to teach and/or supervise special education classes or programs shall not work with more than the prescribed maximum student membership for a particular category of exceptionality. In a self contained classroom specific categories of exceptionality can be mixed only with the permission of the Division of Special Education and based on documented need.

Your attention is called to ARS § 15-1017 which is quoted in part below:

> "B. The appropriation and apportionment shall be computed with reference to the estimated number of special education students to be taught during the current year in classes and programs having a minimum of two hundred forty minutes of instruction or work experience as provided for in ARS § 15-1015, subsection A per school day...."

The legislative intent of Title 15, Chapter Ten, ARS, was what the instruction provided for exceptional children in special education classes and programs would be under the direction of professional personnel. Specialized training in the education of exceptional children implies that classes and programs shall be limited in membership to afford maximum educational benefit.

Facilities

Facilities for special education programs shall be equal to, or better than, those used to house regular school programs or in other facilities approved by the Division of Special Education.

Below is a list of facilities that should be available to all classrooms:

1. Proper lighting and ventilation
2. Counter with sink and running water
3. Electrical outlets
4. Cooking facilities
5. A-V equipment
6. Adequate instructional materials and supplies
7. Special equipment as needed (screens, carrels, etc.)
8. Adequate playground facilities
9. Adequate toilet facilities

Work Experience

The work experience programs shall consist of classroom instruction, evaluation, training, and part-time employment. The evaluation, training and part-time employment may take place on or off the school campus, in or out of the school district, but must be under supervision of certified school personnel. Students enrolled in the work experience program shall be at least sixteen years of age.

Teaching and/or supervision shall be performed by teachers who are certified by either the Division of Certification or the Division of Vocational Education - Special Needs, but the number of students assigned to any one certified person shall not exceed the limits established by the Division of Special Education for particular exceptionality. (See Maximum Membership in this manual.)

Other Special Education Programs

Under the current law it is possible to provide several different types of programs for exceptional children. All plans are subject to review and approval by the Division of Special Education, State Department of Education. Any plan must be submitted in writing with sufficient detail to clearly outline the proposed program. Any pupil in these programs must be referred, evaluated, and placed in accordance with ARS § 15-1011 and § 15-1013.

A. Cooperative Programs - The exceptional pupil may be enrolled in the special class but may take part of his academic instruction in the regular grades.

B. Resource Program - An instructional setting which provides specialized assistance to the exceptional pupil, either individually or in small groups, according to his capabilities and limitations. The pupil is scheduled for full time attendance reporting in a resource program. He receives instruction in the resource program on a regularly scheduled basis and for specific periods of time depending upon the individual educational needs of the student.

The maximum membership in programs A and B for reimbursement purposes shall be 15 students per teacher unless a paraprofessional is utilized which will allow a maximum of 17 students.

Certification and/or Approval

Professional teachers who have successfully completed an approved program in an Arizona institution will be eligible for a certificate upon receiving the appropriate institutional recommendation from the Dean, or other authorized persons, of the Colleg of Education.

All other professional personnel will be evaluated to determine eligibility on the basis of guidelines developed by the State Board of Education and administered by the State Department of Education:

Provisional Special Education Permit - Mentally Handicapped; Physically Handicapped; Emotionally Disturbed; Learning Disabilities.

1. Bachelor's Degree in Special Education or in Education from a regionally or nationally accredited institution.

2. Minimum of twelve (12) semester hours of Special Education in appropriate area in the following:

a. A minimum of three (3) semester hours or the equivalent in the Survey of/or Orientation in Exceptional Children.

b. A minimum of three (3) semester hours or the equivalent in the education and methods of teaching in the appropriate area of exceptionality.

c. Electives from any approved program in Special Education.

3. This permit is not renewable.

Temporary Special Education Certificate - Mentally Handicapped; Physically Handicapped; Emotionally Disturbed; Learning Disabilities.

1. Bachelor's Degree in Special Education or in Education from regionally or nationally accredited institution.

2. Minimum of 18 semester hours distributed in the following areas:

a. A minimum of three (3) semester hours or the equivalent in the Survey of/or Orientation in Exceptional Children.

b. A minimum of six (6) semester hours in the education and methods of teaching in the appropriate area of exceptionality.

c. Student teaching or Internship in the appropriate area of exceptionality or one (1) year teaching experience in appropriate area when supervised by professional personnel from Division of Special Education or accredited college.

3. This certificate shall be valid for six (6) years and is not renewable.

Special Education Certificate - Standard. (Area to be designated)

1. Completion of an approved Master's Degree in Education with a major in special education.

- OR -

2. Completion of an approved thirty (30) semester hours of upper division or graduate coursework beyond the Bachelor's Degree consistent with approved programs in Special Education.

3. This certificate may be renewed for a period of six (6) years upon evidence of continuous satisfactory teaching or approved leave.

School Psychometrist

A psychometrist approval may be granted to applicants holding a Master's Degree in Psychology, Education or School Psychology and evidence of successful completion of thirty (30) graduate semester hours. Sequence of study shall include (undergraduate or graduate):

1. Six (6) semester hours in courses that provide a broad understanding of the psychological principles and foundations.

2. Fifteen (15) semester hours in courses to provide thorough training in psychological methods and techniques of which no fewer than six (6) semester hours are required in individual evaluation.

3. Six (6) semester hours in courses in the basic understanding of the organization of or operation of public schools.

4. Three (3) semester hours in related fields.

5. Submit evidence of supervised field experience.

Assistant School Psychologist

An assistant school psychologist approval may be granted to applicants holding a Master's Degree in Psychology, Education, or School Psychology, and evidence of successful completion of fifty (50) graduate semester hours. Sequence of study shall include (undergraduate or graduate):

1. Twelve (12) semester hours in psychological principles and foundations.

2. Twenty-one (21) semester hours in psychological methods and techniques of which nine (9) semester hours must be in individual evaluation and no more than six (6) semester hours in guidance and counseling.

3. Twelve (12) semester hours in general educational foundations.

4. Related fields.

5. Evidence of supervised field experience, experience in school setting or psychoeducational clinic.

School Psychologist

A school psychologist approval may be granted to applicants holding a Master's Degree in Psychology, Education or School Psychology, and evidence of successful completion of seventy (70) graduate semester hours or a doctoral program in an appropriate area with a sequence of study to include (undergraduate or graduate):

1. Eighteen (18) semester hours in psychological principles and foundations.

2. Twenty-seven (27) semester hours in psychological methods and techniques of which nine (9) semester hours must be in individual evaluation and no more than six (6) semester hours in guidance and counseling.

3. Eighteen (18) semester hours in general educational foundations.

4. Related fields.

5. Evidence of supervised field experience, experience in school setting or psychoeducational clinic.

Temporary Speech and Hearing Clinician

A speech and hearing clinician approval may be granted to applicants holding a Bachelor's Degree and who have evidence of completion of thirty (30) semester hours in a well integrated program to include:

1. Six (6) hours in basic areas of speech and hearing.

2. Twelve (12) semester hours in specialized professional course content in speech correction and pathology.

3. Three (3) semester hours in specialized course content in audiology.

4. Two hundred (200) clock hours of supervised clinical practice.

Standard Speech and Hearing Clinician (valid 6 years; renewable)

A standard speech and hearing clinician approval may be granted to applicants holding a Bachelor's Degree and who have evidence of completion of sixty (60) semester hours of which thirty (30) must be graduate in a well integrated program to include:

1. Twelve (12) semester hours in basic areas of speech and hearing.

2. Thirty (30) semester hours in courses that provide information about and training in the management of speech, hearing, and language disorders, of which no more than six (6) may be in clinical practice and no less than six (6) in audiology.

3. Eighteen (18) semester hours in related fields.

4. Two hundred and seventy-five (275) clock hours of supervised clinical practice.

Powers of the Governing Body of a School District or County

The governing body of a school district or a County School Superintendent may apply to the Division of Special Education for approval to:

1. Establish special education program(s) for the education of exceptional children as defined in ARS § 15-1011.

2. Employ certified and/or approved special personnel including a director of special education for the operation of special school programs for exceptional children.

3. Establish with another district or districts, cooperative special education programs. A written agreement outlining the proposed provision of services for exceptional children shall be submitted for approval to the Division of Special Education prior to the establishment of classes. This agreement shall designate one school district to administer the program in accordance with the contract. Said contract may prescribe and enforce rules, regulations and policies governing the program. Tuition students may be included in the agreement.

4. Establish work experience programs in accordance with rules and regulations of the Division of Special Education. The work experience programs shall consist of classroom instruction, evaluation, training, and part-time employment. The evaluation, training, and part-time employment may take place on or off the school campus, in or out of the school district, but must be under supervision of certified and/or approved school personnel. Students enrolled in the work experience program shall be at least sixteen years of age. Time in a work experience program shall be counted as attendance at school to qualify for appropriations provided by ARS § 15-1017. All work experience programs must have the approval of the Division of Special Education.

In a school district that does not provide a special education program, the governing body may petition the County School Superintendent, who may, upon approval of the Division of Special Education, establish special education programs.

County School Programs

The County School Superintendent, may, upon approval of the Division of Special Education, establish special education programs in the county accommodation schools under his jurisdiction or may cooperate with other school districts by agreement to provide such programs. The class size shall be consistent with the approved guidelines established by the Division of Special Education. At the beginning of each school year, the

County School Superintendent shall apply for approval from the Division of Special Education. At the beginning of each school year, the County School Superintendent shall present an estimate of the current year's accommodation school's special education programs tuition cost to each school district that has signed an agreement to use the services of the accommodation school. The tuition shall be estimated per capita cost based on the number of pupils that each school district has estimated will enroll in the program and the school district shall pay the tuition quarterly in advance on July 1, October 1, January 1, and April 1.

At the end of the school year, the County School Superintendent shall submit to the Division of Special Education the names and districts of residence of students attending under the provisions of ARS § 15-1015.

The County School Superintendent may use the special county school reserve fund to start a new class.

Contracting with Public or Private Agencies

Every special education program maintained under ARS § 15-1015(E) shall be approved by the Division of Special Education according to the guidelines established by the Division of Special Education. All provisions of the guidelines of special education are approved by the State Board of Education and filed with the Secretary of State.

Provisions for determining eligibility and approval of the public or private agency providing for the education of handicapped children under ARS § 15-1015 are as follows:

1. The special classes or services in which the child is enrolled shall be instructed by certified and/or approved special education personnel in the area of exceptionality.

2. The physical facilities, equipment, and instructional materials shall be adequate to carry on an acceptable special education program.

3. The public or private agency shall develop or utilize an acceptable curriculum guide for the appropriate exceptionality.

4. The public or private agency shall develop a written, coordinated plan with the public school for reporting attendance, consultation, and an effective plan for the return of the child to the public school.

5. Professional ancillary services per ARS § 15-1013 shall be available to provide an acceptable special education program.

6. The public or private agency desiring approval of the Division of Special Education shall submit a written request to the Division of Special Education at least 60 days prior to offering services to public school districts. Approval or disapproval will

be transmitted to the public or private agency within 60 days. Approval or disapproval shall be in effect for one school year only.

7. The public or private agency shall submit to the Division of Special Education annually at the end of the school year the names and districts of residence of students attending under the provision of ARS § 15-1015(E).

8. The public or private agency shall provide adequate liability insurance.

Public school districts desiring to enroll children in a public or private agency for educational purposes as defined in ARS § 15-1015(E) shall:

1. Determine from the Division of Special Education if the public or private agency is approved.

2. Determine that the child to be enrolled qualifies under ARS § 15-1013. A qualifying report must be submitted to the Division of Special Education prior to enrollment.

3. Initiate a contract (SE-8) for educational services only. Medical services, parent counseling beyond the school program, and individual therapy cannot be included in the cost to the public school. A copy of the contract must be submitted to the Division of Special Education.

4. Report attendance in the same manner as other special education classes according to data received from public or private agency.

5. Determine that adequate liability insurance is provided by the public or private agency conducting the instructional program.

Application for Approval of Special Education Programs

An annual APPLICATION FOR APPROVAL OF SPECIAL EDUCATION PROGRAMS (SE-1) shall be filed on or before May 12 for the succeeding school year.

After the SE-1 has been approved, PROFESSIONAL PERSONNEL EMPLOYED IN SPECIAL EDUCATION PROGRAMS (SE-2) shall be required at the end of the first register month. SE-2 is also required when any additions or deletions of special education programs/classes are made and at the end of the sixth register month.

REPORT OF STUDENTS RECEIVING SPECIAL EDUCATION WITH TUITION PAID BY SCHOOL DISTRICT OF RESIDENCE (SE-3) shall be filed at the end of the 1st, 4th, 6th, and 10th register months by those school districts contracting with public or private agencies for special education programs.

An APPLICATION FOR HOMEBOUND/HOSPITALIZED INSTRUCTION (SE-4) shall be filed for each student for whom special education reimbursement is claimed. SE-4 must be approved by the Division of Special Education before any appropriation and apportionment is allowed by the Division of Business and Financial Services.

APPLICATION FOR INSTRUCTION IN A PHYSICALLY HANDICAPPED PROGRAM (SE-5) shall be filed with the Division of Special Education for each student enrolled in a program for the physically handicapped.

Your attention is called to the fact that the Department of Education shall not make any apportionments of funds pursuant to ARS § 15-1017 without the approval of the Division of Special Education.

Attendance Reporting

Attendance of students in special education programs shall be done in the same manner as attendance reporting of students in regular programs. Registers should be assigned to special education personnel and these registers shall be for a particular category of exceptionality.

NO STUDENT IN SPECIAL EDUCATION PROGRAMS SHALL BE REPORTED IN MORE THAN ONE REGISTER. NO REGISTER SHALL REPORT MORE THAN ONE CATEGORY OF EXCEPTIONALITY WITH THE EXCEPTION OF SPEECH HANDICAPPED.

You will note that register numbers are required on SE-2, SE-3, SE-4, and SE-5. These will be checked by the Division of Special Education through the DATA PROCESSING SECTION, to ascertain that approval has been made for special education programs.

May we suggest to districts contracting for special education programs with public or private agencies, that a register be assigned to the public or private agency for use with a particular category of exceptionality.

The Division of Special Education will evaluate attendance reports made to the DATA PROCESSING SECTION to determine if Average Daily Membership in special education programs is within the limits specified in these guidelines.

Your attention is called to ESTIMATED ATTENDANCE INFORMATION FOR APPORTIONMENTS (SPDI-BFS Form A-10) that all school districts submitted to their County School Superintendent in May. You will recall that the A.D.A. information used on this form is the same as that used on your budget 6% Limit Check. You will also recall that you are required to estimate A.D.A. for exceptional children on Form A-10.

To facilitate attendance reporting and auditing, school districts shall use the following code on the SE-2 and SE-3 forms in the column headed Exceptionality Served:

KDG	00	Kindergarten
REG	01	Regular
HBD	02	Homebound/Hospitalized
EH	03	Emotionally Handicapped
EMH	04	Educable Mentally Handicapped
TMH	05	Trainable Mentally Handicapped
PH	06	Physically Handicapped
PDG	07	Pending
DBL	08	Deaf, Blind, and Visually Handicapped
MH	09	Multiple Handicapped
GFT	10	Gifted
SPH	11	Speech Handicapped
SLD	12	Specific Learning Disability

The Division of Special Education will AUDIT all special education attendance reported to the Department of Education to determine that AVERAGE DAILY MEMBERSHIP, as reported to the Department of Education, does not exceed the LIMITS established in these guidelines for each category of exceptionality.

Appropriation and Apportionment - Approval of Program

All students as defined by ARS § 15-1011 shall be included in the appropriation and apportionment made pursuant to § 15-1211 and § 15-1212 and the county levy as provided in § 15-1235. In addition:

1. The legislature shall appropriate the following amounts per unit of average daily attendance per annum for each special education student taught, the appropriation being made on an actual per capita per annum basis as shown by the records of the Superintendent of Public Instruction:

   a. Three hundred eighty (380) dollars per unit of average daily attendance of educable mentally handicapped pupils.
   b. Three hundred eighty (380) dollars per unit of average daily attendance of emotionally handicapped pupils.
   c. Fifty (50) dollars per unit of average daily attendance of gifted pupils.
   d. Five hundred twenty-six (526) dollars per unit of average daily attendance of homebound pupils.
   e. Five hundred ninety (590) dollars per unit of average daily attendance of multiple handicapped pupils.
   f. Three hundred eighty (380) dollars per unit of average daily attendance of physically handicapped pupils.
   g. Three hundred eighty (380) dollars per unit of average daily attendance of specific learning disabled pupils (maximum reimbursement for 1972-73, $600,000.).
   h. Six hundred ninety (690) dollars per unit of average daily attendance of trainable mentally handicapped pupils.

2. The county shall provide the following amounts per unit of average daily attendance for each special education student taught by the district:
   a. Ten (10) dollars per unit of average daily attendance of educable mentally handicapped pupils.
   b. Ten (10) dollars per unit of average daily attendance of emotionally handicapped pupils.
   c. Ten (10) dollars per unit of average daily attendance of homebound pupils.
   d. Ten (10) dollars per unit of average daily attendance of multiple handicapped pupils.
   e. Ten (10) dollars per unit of average daily attendance of physically handicapped pupils.
   f. Ten (10) dollars per unit of average daily attendance of specific learning disabled pupils.
   g. Ten (10) dollars per unit of average daily attendance of trainable mentally handicapped pupils.
3. The legislature shall appropriate fifty (50) dollars for each speech handicapped pupil, except that such monies shall not be paid on behalf of more than ninety (90) pupils for each approved speech therapist employed by the school district or county.

The appropriations and apportionment shall be computed with reference to the estimated number of special education students to be taught during the current year in classes and programs having a minimum of two hundred forty minutes of instruction or work experience as provided for in § 15-1015, subsection A per school day, except that a child receiving instruction under the homebound teaching program shall be deemed in full attendance when he attends classes or receives instruction for a period of not less than four (4) hours per week in his home or in the hospital. PUPILS IN CLASSES FOR PREGNANT GIRLS WILL BE DEEMED IN FULL ATTENDANCE WHEN THEY RECEIVE INSTRUCTION IN SUCH A CLASS FOR NOT LESS THAN 12 HOURS PER WEEK. (Refer to Form A-10).

For kindergarten pupils enrolled in approved special education programs daily attendance means, for common schools, days in which a pupil of the kindergarten attends a minimum of one hundred twenty minutes, but such attendance shall be counted as one-half day's attendance.

Any additional cost resulting from the special education program and not provided for under the provisions of this section shall be met by each school district having students receiving special instruction or by the county in the case of a county special education program.

The appropriations and apportionment provided under the terms of this section SHALL NOT BE GRANTED to the governing body of a school district or county school superintendent UNLESS THE DISTRICT OR COUNTY COMPLIES WITH THE PROVISIONS OF THIS ARTICLE AND THE CONDITIONS AND STANDARDS PRESCRIBED BY THE DIVISION OF SPECIAL EDUCATION. A school district or county program for education of exceptional children, as prescribed by the terms of this article, shall be presented to the State Board of Education for approval.

Twenty Per Cent Limitation - Enrollment and Fiscal

Enrollment:

The total enrollment in all special education programs of a school district or county may be increased annually by not to exceed twenty (20) percent of the total average daily attendance in all special education programs of the school district or county during the previous year. The enrollment of speech handicapped children, not exceeding ninety (90) for each speech therapist, who have during the previous year received speech therapy from a certified speech therapist employed by the school district or county, shall be included for the purpose of determining the growth limitation of this section. Such limitations shall not apply to a school district or county which has a total average daily attendance in its special education programs of one hundred or less pupils.

No child may be counted in the computation of average daily attendance in more than one category of exceptionality for the purpose of the growth limitation provided in this section.

Fiscal:

After the fiscal year 1970-71, the total of state assistance and the total of county assistance for which a school district or county is otherwise eligible pursuant to this section shall not be in an amount which is an increase of more than twenty percent over the amounts of such assistance in the previous year, except that such limitation shall not apply to a school district or county which has a total average daily attendance in its special education programs of 100 or less pupils.

The twenty percent limitation DOES NOT APPLY (ARS § 15-1018) in the first year during which a program is instituted for specific learning disabled, speech handicapped or gifted pupils.

Students on certificates of educational convenience will be excluded from the twenty percent limitation.

Budgeting

Any special education per capita operational cost over and above the per capita operational cost of a district as shown in Item 7 of the six per cent budget limit check shall be exempted from the six per cent budget limit. (Refer to ARS § 15-1017).

The budget six percent limit DOES NOT APPLY to any school district acting as either fiscal or administrative agent for an intergovernmental agreement, pursuant to ARS § 11-952, for the provisions of programs

provided for in ARS § 15-1015, subsection A, paragraph 3 to the extent of tuition monies budgeted and received from other cooperating school districts.

Every school district with an approved special education program shall use the OFFICIAL WORKSHEET FOR COMPUTING THE ADDITIONAL PERMISSIBLE EXPENDITURES WHICH MAY BE BUDGETED FOR SPECIAL EDUCATION PROGRAMS (SDE-D Form D-16 Revised) and SCHEDULE OF BUDGETED SPECIAL EDUCATION INSTRUCTIONAL COSTS (SDE-D Form D-16a) to determine special education per capita operational cost and the amount that will be exempted from the six percent budget limit. The official worksheet (SDE Form D-16 and D-16a) shall be submitted with the proposed budget to the county school superintendent.

Official worksheets for computing the additional permissable expenditures which may be budgeted for speech handicapped programs (Form D-16b and D-16c) will be utilized where applicable.

Form D-16, D-16a, D-16b, and D-16c are available from your County School Superintendent.

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EDUCABLE MENTALLY HANDICAPPED

Definition

The educable mentally handicapped (EMH) is a child who, because of his intellectual development, as determined by evaluation pursuant to ARS §15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically productive and socially adjusted.

An educable mentally handicapped student usually achieves or functions at an I.Q. level of approximately one-half to three-fourths of average intelligence based on individual psychological examinations.

Screening and Referral

A. Screening

A method shall be devised by the school district to adequately screen a potential candidate for the educable mentally handicapped program. Particular attention should be given to pupils who:

1. Score less than one-half to three-fourths of normal on group intelligence tests, and

2. Score two or more years below the grade level expected for his chronological age on group achievement tests.

B. Referral

A referral for evaluation is required by ARS § 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS § 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, an evaluation by a psychometrist, assistant school psychologist or school psychologist whose qualifications have been approved by the State

Board of Education is required before any candidate for an educable mentally handicapped program may be placed.

It is recommended that the evaluation be based on the results of several intellectual and educational measurements using instruments appropriate to the age, verbal ability, physical condition, and cultural background of the child. This evaluation should include a study of the health and medical record, previous test data, teacher reports, and behavior patterns.

Refer to page 3 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in an educable mentally handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS § 15-1014 requires that the placement of a child in an educable mentally handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the educable mentally handicapped program.

Refer to page 6 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents shall be prepared to indicate that the provisions of ARS § 15-1013 and ARS § 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 7 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in an educable mentally handicapped class shall be fifteen (15).

B. Student Grouping

Student grouping should be primarily by chronological age. The following groups are recommended:

1. Ages 6 - 8 (Primary)
2. Ages 9 - 10 (Intermediate)
3. Ages 11 - 12 (Advanced)
4. Ages 13 - 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determining student grouping are:

1. Physical and social maturity
2. Severity of mental handicap
3. Size of the classroom and equipment available
4. Teacher competency
5. Availability of classroom assistance and/or professional ancillary services

Facilities

Facilities for the educable mentally handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 8 of this manual.

Work Experience

Work experience programs shall conform to ARS § 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed fifteen (15) in the work experience programs.

Refer to page 8 of this manual for the general procedures to be followed in the work experience program.

Certification

All the teachers employed for approved classes for the educable mentally handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Application for Approval

SE-1 is required as an application for annual approval of programs for the educable mentally handicapped. SE-1 shall be substantiated by SE-2.

Refer to page 15 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the educable mentally handicapped shall be reported as indicated on page 16 of this manual.

Reimbursement

Reimbursement of programs for the educable mentally handicapped shall be made in accordance with ARS § 15-1017.

Refer to page 17 of this manual for reimbursement procedures.

EMOTIONALLY HANDICAPPED

Definition

The emotionally handicapped (EH) is a child who because of social or emotional problems, as determined by evaluation pursuant to ARS § 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special classes or special services designed to promote his educational and emotional growth and development.

Screening and Referral

A. Screening

A method shall be devised by the school district to adequately screen a potential candidate for the emotionally handicapped program. The emotionally handicapped is usually handicapped because of one or more emotional problems. He is usually average or above in intelligence but may not demonstrate his ability on group intelligence tests or in the regular classroom setting. He will usually exhibit behavior indicating disturbance. This child may be aggressive and disturbed or withdrawn and passive.

B. Referral

A referral for evaluation is required by ARS § 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS § 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, an evaluation by one or more of the following is required before any candidate for an emotionally handicapped program may be placed:

1. Approved school psychologist
2. Licensed psychologist
3. Licensed psychiatrist

Refer to page 3 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in an emotionally handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS § 15-1014 requires that the placement of a child in an emotionally handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the emotionally handicapped program. The placement of each child in an emotionally handicapped program shall be reviewed annually to determine if placement should be continued.

Refer to page 6 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents shall be prepared to indicate that the provisions of ARS § 15-1013 and ARS § 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 7 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in an emotionally handicapped class shall be ten (10). Enrollment of the classes should vary in proportion to the severity of the emotional handicap.

B. Student Grouping

Student grouping should be primarily by chronological age. The following groups are recommended:

1. Ages 6 - 8 (Primary)
2. Ages 9 - 10 (Intermediate)
3. Ages 11 - 12 (Advanced)
4. Ages 13 - 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determining student grouping are:

1. Physical and social maturity of the children
2. The kind and severity of emotional handicap
3. The age and grade range of the pupils
4. Size of the room and equipment available
5. Teacher competency
6. Availability of classroom assistance and/or professional ancillary services

Facilities

Facilities for the emotionally handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 8 of this manual.

Work Experience

Work experience programs shall conform to ARS § 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed ten (10) in the work experience programs.

Refer to page 8 of this manual for the general procedures to be followed in work experience programs.

Certification

All teachers employed for approved classes for the emotionally handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Application for Approval

SE-1 is required as an application for annual approval of programs for the emotionally handicapped. SE-1 shall be substantiated by SE-2.

Refer to page 15 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the emotionally handicapped shall be reported as indicated on page 16 of this manual.

Reimbursement

Reimbursement of programs for the emotionally handicapped shall be made in accordance with ARS § 15-1017.

Refer to page 17 of this manual for reimbursement procedures.

GIFTED

Definition

A gifted child (GFT) is a child of lawful school age who due to superior intellect, advanced learning ability or both is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, special ancillary services, or both, to achieve at levels commensurate with his intellect and ability.

Screening and Referral

A. Screening

A gifted child shall demonstrate achievements and/or potential ability in one or more of the following areas:

1. Creative or productive performance within the top 3% of district students.

2. Specific academic aptitude - 95% or above on standardized achievement tests in one or more subject areas.

3. General intellectual ability - I.Q. 130 or above based on an individualized testing program.

B. Referral

A referral for evaluation is required by ARS § 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS § 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the exceptional child.

Refer to page 3 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in a gifted program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS § 15-1014 requires that the placement of a child in a gifted program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the gifted program.

Refer to page 6 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents shall be prepared to indicate that the provisions of ARS § 15-1013 and ARS § 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 7 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum membership shall be limited to 3% of the district's previous year's total average daily attendance.

B. Student Grouping

Factors to consider in determining student grouping are:

1. Physical and social maturity
2. Area of giftedness
3. Availability of classroom assistance and/or professional ancillary services.

Facilities

Facilities for the gifted shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 8 of this manual.

Certification

Teachers responsible for students in approved programs for the gifted may be approved by the Division of Special Education upon recommendation from the local district administrator and evidence of completion of at least one course in the area of the gifted.

Application for Approval

SE-1 is required as an application for annual approval of programs for the gifted. SE-1 shall be substantiated by SE-2.

Any district requesting approval for a gifted program shall submit a written plan which will include:

1. Goals
2. Objectives
3. Activities
4. Evaluations
5. Calendar of Events

Attendance Reporting

Attendance of pupils in classes for the gifted shall be reported as indicated on page 16 of this manual.

Reimbursement

Reimbursement of programs for the gifted shall be made in accordance with ARS § 15-1017.

Refer to page 17 of this manual for reimbursement procedures.

HOMEBOUND/HOSPITALIZED

Definition

The homebound or hospitalized (HB) student is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months (60 consecutive school days).

Screening and Referral

A. Screening

A method shall be devised by the school district to adequately screen potential candidates for the homebound or hospitalized program. This screening should involve the school attendance officer and/or the school nurse. Parents will also be requesting this service as a result of their child's illness, disease, etc.

B. Referral

A referral for evaluation is required by ARS § 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS § 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, a medical examination shall be administered by a medical doctor. The results of this examination shall be reported on SE-4 (Application for Homebound/Hospitalized Instruction). SE-4 will enable the medical doctor to certify that the student will be unable to attend regular classes for a period of not less than three school months (60 consecutive school days).

Placement

Placement of a candidate in a homebound/hospitalized program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS § 15-1014 requires that the placement of a child in a homebound/hospitalized handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the homebound/hospitalized program.

Refer to page 6 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents shall be prepared to indicate that the provisions of ARS § 15-1013 and ARS § 15-1014 have been followed regarding referral, evaluation, placement, and review of placement. SE-4 is a part of the documentation process.

Refer to page 7 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

A maximum ratio of one (1) teacher to seven (7) homebound/hospitalized students shall be allowed when instruction takes place in the home or hospital. The maximum Average Daily Membership in classes for pregnant girls shall be fifteen (15).

B. Student Grouping

Student grouping is not normally possible in the homebound/hospitalized program except where classes are conducted for pregnant girls.

C. Telephone Home (Hospital)-to-School Service

A home (hospital)-to-school intercommunication may be utilized for students enrolled in the homebound/hospitalized program. This enables the student to have a direct line from his place of confinement to the class(es) in which he is enrolled.

The equipment for this service is furnished by the telephone company and the service may be paid for by the family and/or school district.

This intercommunication service does not take the place of the homebound/hospitalized teacher, but is a supplementary aid which may be substituted for two (2) hours face-to-face instruction by the teacher. This service is especially applicable to students with long confinement because the student is in touch with the real daily world of school and can participate in discussions, recite when called upon, and listen to teacher lectures, etc.

Facilities

Classes for homebound/hospitalized are usually conducted either in the home or hospital. Facilities for pregnant girls shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 8 of this manual.

Work Experience

Work experience programs shall conform to ARS § 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed fifteen (15) in the work experience program.

Refer to page 8 of this manual for the general procedures to be followed in work experience programs.

Certification

All teachers employed for approved classes for the homebound/hospitalized shall hold certificates issued in accordance with the rules and regulations of the State Board of Education.

Application for Approval

SE-1 is required as an application for annual approval of programs for the homebound/hospitalized. SE-1 shall be substantiated by SE-2 and SE-4.

Refer to page 15 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for homebound/hospitalized shall be reported as indicated on page 16 of this manual.

A child receiving instruction under the homebound teaching program shall be deemed in full attendance when he attends classes or receives instruction for a period of not less than four (4) hours per week in his home or in the hospital. Pupils in classes for pregnant girls will be deemed in full attendance when they receive instruction in such a class for not less than twelve (12) hours per week.

Reimbursement

Reimbursement of programs for the homebound/hospitalized shall be made in accordance with ARS § 15-1017.

Refer to page 17 of this manual for reimbursement procedures.

MULTIPLE HANDICAPPED

Definition

The multiple handicapped (MH) is a child who has serious learning and developmental problems resulting from multiple handicapping conditions as determined by evaluation pursuant to ARS § 15-1013, and who cannot be provided for adequately in a regular classroom.

The paragraph above is a legal definition taken from ARS § 15-1011. A functional definition is as follows:

> A multiple handicapped pupil is any school age child who has a combination (two or more) of those handicaps for which there is appropriation and apportionment in ARS § 15-1017 and who is not able to function successfully in a regular program or in a special education program which compensates for a single handicapping condition.

Screening and Referral

A. Screening

A method shall be devised by the school district to adequately screen potential candidates for the multiple handicapped program. This screening process may reveal a child that is currently enrolled in a special education program who is not achieving success because of multiple handicapping conditions. A multiple handicapped child will usually exhibit a combination of physical, mental and/or emotional characteristics that preclude placement in a regular school program or special education program which compensates for a single handicapping condition.

B. Referral

A referral for evaluation is required by ARS § 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS § 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to a child's handicap. Since the child has multiple handicaps, at least two professional

specialists in fields relevant to the child's handicaps shall submit written evaluations with recommendations. The evaluation should include a psychological and medical assessment of the child's handicaps.

Refer to page 3 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in a multiple handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS § 15-1014 requires that the placement of a child in a multiple handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the multiple handicapped program.

Refer to page 6 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents shall be prepared to indicate that the provisions of ARS § 15-1013 and ARS § 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 7 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in a multiple handicapped class shall be (a) ages 6-10, five (5); and (b) ages 11 and up, seven (7). Enrollment of the classes should vary in proportion to the severity of the handicapping conditions.

B. Student Grouping

The needs o a child enrolled in a program for multiple handicapped varies according to the kinds or severity of handicaps involved. The teacher of the multiple handicapped must, of necessity, formulate an educational program for each of his/

her students in keeping with the educational appraisal prepared by the specialists performing the evaluation procedure. Factors to be considered in grouping are:

1. Kinds and severity of handicaps
2. The different types of handicaps in the same group
3. Teacher experience
4. Availability of classroom assistance and/or professional ancillary services

Facilities

Facilities for the multiple handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 8 of this manual.

Work Experience

Work experience programs shall conform to ARS § 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed seven (7) in the work experience program.

Refer to page 8 of this manual for the general procedures to be followed in work experience programs.

Certification

All teachers employed for approved classes for the multiple handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Application for Approval

SE-1 is required as an application for annual approval of programs for the multiple handicapped. SE-1 shall be substantiated by SE-2.

Refer to page 15 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the multiple handicapped shall be reported as indicated on page 16 of this manual.

Reimbursement

Reimbursement of programs for the multiple handicapped shall be made in accordance with ARS § 15-1017.

Refer to page 17 of this manual for reimbursement procedures.

PHYSICALLY HANDICAPPED

Definition

The physically handicapped (PH) is a child who has a physical handicap or disability, as determined by evaluation pursuant to ARS § 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

Screening and Referral

A. Screening

A method shall be devised by the school district to adequately screen possible candidates for the physically handicapped program. A child who has been enrolled in the homebound program may profit more from placement in the physically handicapped program. Pupils who are identified as having a specific learning disability under ARS § 15-1011 are not eligible for enrollment in programs for physically handicapped.

B. Referral

A referral for evaluation is required by ARS § 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS § 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, an evaluation by a medical doctor is required before any candidate for a physically handicapped program may be placed.

Refer to page 3 of this manual for general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in a physically handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS § 15-1014 requires that the placement of a child in a physically handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the physically handicapped program.

Refer to page 6 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents shall be prepared to indicate that the provisions of ARS § 15-1013 and ARS § 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 7 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in a physically handicapped class shall be ten (10). Enrollment of the classes should vary in proportion to the severity of the physical handicap.

B. Student Grouping

Student grouping should be primarily by chronological age. The following groups are recommended:

1. Ages 6 - 8 (Primary)
2. Ages 9 - 10 (Intermediate)
3. Ages 11 - 12 (Advanced)
4. Ages 13 - 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determining student grouping are:

1. Physical and social maturity
2. Kind and severity of physical handicap
3. Age and grade range of the pupils
4. Size of the room and equipment available
5. Teacher competency
6. Availability of classroom assistance and/or professional ancillary services

Facilities

Facilities for the physically handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Classes for the physically handicapped should be on the first floor of the building in which they are located. If this is not possible or practical, elevators or ramps should be provided. Ramps should slope no greater than one foot in ten feet for safety of wheelchair or crutch movement. It is preferred that the entrance be free of steps and/or approached by a ramp. A driveway for buses and automobiles leading to the entrance is desirable. Handrails should be provided along routes of heavy traffic.

School districts should consider purchase or lease of special vehicles equipped for handling physically handicapped pupils. Without such special transportation equipment, it may be impossible for physically handicapped pupils to attend school.

Equipment and facilities shall be in keeping with those stated on page 8 of this manual.

Work Experience

Work experience programs shall conform to ARS § 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed ten (10) in the work experience program.

Refer to page 8 of this manual for the general procedures to be followed in work experience programs.

Certification

All teachers employed for approved classes for the physically handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Application for Approval

SE-1 is required as an application for annual approval of programs for the physically handicapped. SE-1 shall be substantiated by SE-2. SE-5 is also a required form.

Refer to page 15 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the physically handicapped shall be reported as indicated on page 16 of this manual.

Reimbursement

Reimbursement of programs for the physically handicapped shall be made in accordance with ARS § 15-1017.

Refer to page 17 of this manual for reimbursement procedures.

SPECIFIC LEARNING DISABILITIES

Definition

Specific learning disability means the condition of a child who exhibits a significant discrepancy between ability and achievement as determined by evaluation pursuant to ARS § 15-1013. The specific learning disability may be manifested by perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, but excluding learning problems which are due primarily to visual, hearing or motor handicaps, mental retardation, emotional disturbance, or to environmental disadvantage.

Screening and Referral

A. Screening

A method shall be devised by the school district to adequately screen a potential candidate for the specific learning disabilities program. He may not demonstrate his ability on group intelligence tests or in the regular classroom setting. The discrepancy between ability and actual achievement as shown on standardized achievement tests is usually two years or more. The two year discrepancy need not apply in the primary grades.

B. Referral

A referral for evaluation is required by ARS § 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated. Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS § 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, an evaluation by one or more of the following is required before any candidate for a learning disabilities program may be placed:

1. Approved school psychologist
2. Licensed psychologist
3. Education specialist in learning disabilities

Placement

Placement of a candidate in a learning disabilities program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS § 15-1014 requires that the placement of a child in a learning disabilities program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the learning disabilities program.

TO ASSURE PROPER EDUCATIONAL PLACEMENT, EACH CHILD IN A LEARNING DISABILITIES PROGRAM SHALL BE REVIEWED ANNUALLY.

Refer to page 6 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents shall be prepared to indicate that the provisions of ARS § 15-1013 and ARS § 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 7 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Type of Program - Maximum Membership

1. Cooperative or Resource Programs - Refer to page 9 of this manual.

2. Self-contained - Maximum daily membership in a learning disability class shall be 10. Enrollment of the classes should vary in proportion to the severity of the disability.

B. Student Grouping in Self-Contained Classrooms

Student grouping should be primarily by chronological age. The following groups are recommended:

1. Ages 6 - 8 (Primary)
2. Ages 9 - 10 (Intermediate)
3. Ages 11 - 12 (Advanced)
4. Ages 13 - 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determining student grouping are:

1. Physical and social maturity of the children
2. The age and grade range of the students
3. The type and degree of disabilities
4. Size of the room and equipment available
5. Teacher competency
6. Availability of classroom assistance and/or professional ancillary services

Facilities

Classrooms for specific learning disabilities shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 8 of this manual.

Work Experience

Work experience programs shall conform to ARS § 15-1015 and the rules and regulations established by the Division of Special Education.

Refer to page 8 of this manual for the general procedures to be followed in the work experience programs.

Certification

All teachers employed for approved classes for the learning disabilities program shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Application for Approval

SE-1 is required as an application for annual approval of learning disabilities programs. SE-1 shall be substantiated by SE-2.

Refer to page 15 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the learning disabilities program shall be reported as indicated on page 16 of this manual.

Reimbursement

Reimbursement of programs for specific learning disabilities shall be made in accordance with ARS § 15-1017.

Refer to page 17 of this manual for reimbursement procedures.

SPEECH HANDICAPPED

Definition

The speech handicapped (SPH) is a child whose speech differs, as determined by evaluation pursuant to ARS § 15-1013, to the extent that it calls attention to itself, interferes with communication, or causes the child to be maladjusted.

Screening and Referral

A. Screening

A procedure shall be devised by the school district with the advice of an approved speech clinician to adequately screen potential candidates for a speech handicapped program. The procedure should be sufficiently detailed to indicate problems of an organic, functional, or environmental nature.

B. A referral for evaluation is required by ARS § 15-1013 for possible placement in a speech handicapped program, and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Evaluation

ARS § 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. The evaluation shall be made by an approved speech clinician.

Refer to page 3 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in a speech handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS § 15-1014 requires that the placement of a child in a speech handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the program.

Refer to page 6 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents shall be prepared to indicate that the provisions of ARS § 15-1013 and ARS § 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 7 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

The maximum state reimbursable student membership per approved speech clinician shall not exceed ninety (90) students per academic year.

B. Student Grouping

Following identification and assessment, the clinician will arrange the daily schedule.

Facilities

Facilities for the speech handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 8 of this manual.

Work Experience

Work experience programs shall conform to ARS § 15-1015 and the rules and regulations established by the Division of Special Education.

Refer to page 8 of this manual for the general procedures to be followed in the work experience program.

Clinician Approval

All speech clinicians employed for approved programs in speech handicapped shall meet the qualifications established by the State Board of Education.

Application for Approval

SE-1 is required as an application for annual approval of programs for the speech handicapped. SE-1 shall be substantiated by SE-2.

Refer to page 15 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Monthly enrollment reports for speech handicapped programs shall be made to the DATA PROCESSING SECTION and will be checked by the Division of Special Education.

Speech handicapped attendance reports shall reflect NEW ENROLLMENT ONLY. Maximum enrollment is not to exceed ninety (90) students per speech therapist during a school year.

Reimbursement

Reimbursement of programs for the speech handicapped shall be made in accordance with ARS § 15-1017.

Refer to page 17 of this manual for reimbursement procedures.

TRAINABLE MENTALLY HANDICAPPED

Definition

The trainable mentally handicapped (TMH) is a child who because of his intellectual development, as determined by evaluation pursuant to ARS § 15-1013, is incapable of being educated in a regular classroom or in educable mentally handicapped classes and who meets the following criteria:

a. Must be able to communicate at a minimum level
b. Must be ambulatory
c. Must be trained in toilet habits
d. Social and emotional development should enable child to react positively to the learning situation

A trainable mentally handicapped child usually achieves or functions at an I.Q. level of one-third to one-half of average intelligence based on individual psychological examinations.

Screening and Referral

A. Screening

A method shall be devised by the school district to adequately screen a potential candidate for the trainable mentally handicapped (TMH) program. Particular attention should be given to pupils who:

1. Score less than one-half of normal on group intelligence tests, and

2. Score two or more years below the grade level expected for his chronological age on group achievement tests.

B. Referral

A referral for evaluation is required by ARS § 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS § 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, an evaluation by a psychometrist, assistant school psychologist

or school psychologist whose qualifications have been approved by the State Board of Education is required before any candidate for a trainable mentally handicapped program may be placed.

It is recommended that the evaluation be based on the results of several intellectual and educational measurements using instruments appropriate to the age, verbal ability, physical condition, and cultural background of the child. This evaluation should include a study of the health and medical record, previous test data, teacher reports, and behavior patterns.

Refer to page 3 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in a trainable mentally handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS § 15-1014 requires that the placement of a child in a trainable mentally handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by that person conducting the trainable mentally handicapped program.

Refer to page 6 of this manual for the general procedures to be followed in the review of placement process.

Facilities

Facilities for the trainable mentally handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 8 of this manual.

Work Experience

Work experience programs shall conform to ARS § 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed ten (10) in the work experience program.

Refer to page 8 of this manual for the general procedures to be followed in the work experience programs.

Certification

All teachers employed for approved classes for the trainable mentally handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Application for Approval

SE-1 is required as an application for annual approval of programs for the trainable mentally handicapped. SE-1 shall be substantiated by SE-2.

Refer to page 15 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the trainable mentally handicapped shall be reported as indicated on page 16 of this manual.

Documentation

Documents shall be prepared to indicate that the provisions of ARS § 15-1013 and ARS § 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 7 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in a trainable mentally handicapped class shall be ten (10).

B. Student Grouping

Student grouping should be primarily by chronological age. The following groups are recommended:

1. Ages 6 - 8 (Primary)
2. Ages 9 - 10 (Intermediate)
3. Ages 11 - 12 (Advanced)
4. Ages 13 - 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determining student grouping are:

1. Physical and social maturity
2. Severity of mental handicap
3. Size of classroom and equipment available

4. Teacher competency
5. Availability of classroom assistance and/or professional ancillary services

Reimbursement

Reimbursement of programs for the trainable mentally handicapped shall be made in accordance with ARS § 15-1017.

Refer to page 17 of this manual for reimbursement procedures.

ARIZONA REVISED STATUTES
TITLE 15, EDUCATION
CHAPTER 10

ARTICLE 2. SPECIAL EDUCATION OF EXCEPTIONAL CHILDREN

§ 15-1011. Definitions

In this article, unless the context otherwise requires:

1. "Exceptional child" means a gifted child or a handicapped child.

2. "Gifted child" means a child of lawful school age who due to superior intellect, advanced learning ability or both is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, special ancillary services or both to achieve at levels commensurate with his intellect and ability.

3. "Handicapped child" means a child of lawful school age who due to physical, mental or emotional characteristics or a combination thereof in not afforded the opportunity for all-around adjustment and progress in regular classroom instruction and who needs special instruction, special ancillary services, or both to achieve at levels commensurate with his abilities. Handicapped child includes the following:

(a) "Educable mentally handicapped" means a child who because of his intellectual development, as determined by evaluation pursuant to § 15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically productive and socially adjusted.

(b) "Emotionally handicapped" means a child who because of social or emotional problems, as determined by evaluation pursuant to § 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special classes or special services designed to promote his educational and emotional growth and development.

(c) "Homebound" or "hospitalized" means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months.

(d) "Multiple handicapped" means a child who has serious learning and developmental problems resulting from multiple handicapping conditions as determined by evaluation pursuant to § 15-1013, and who cannot be provided for adequately in a regular class.

(e) "Physically handicapped" means a child who has a physical handicap or disability, as determined by evaluation pursuant to § 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

(f) "Specific learning disability" means the condition of a child who exhibits a significant discrepancy between ability and achievement as determined by evaluation pursuant to § 15-1013. The specific learning disability may be manifested by perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, but excluding learning problems which are due primarily to visual, hearing or motor handicaps, mental retardation, emotional disturbance, or to environmental disadvantage.

(g) "Speech handicapped" means a child whose speech differs, as determined by evaluation pursuant to § 15-1013, to the extent that it calls attention to itself, interferes with communication, or causes the child to be maladjusted.

(h) "Trainable mentally handicapped" means a child who because of his intellectual development, as determined by evaluation pursuant to § 15-1013, is incapable of being educated in regular classroom instruction or educable mentally handicapped classes and who meets the following criteria:

(1) Is physically capable of attending school and benefitting from the school experience.

(2) Is able to communicate to the extent that he can make his wants known and can understand simple directions.

4. "Special education" means the adjustment of the environmental factors, modification of school curricula and adaptation of teaching methods, materials, and techniques to provide educationally for those children who are gifted or handicapped to such an extent that they do not profit from the regular school curricula or need special education services in order to profit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a sufficient handicap to require special education.

§ 15-1012. Division of special education; director; duties; qualifications

A. There is created a division of special education to carry out the provisions of this article subject to the state superintendent of public instruction.

B. The director of the division of special education shall be appointed by the state superintendent of public instruction with the advice and consent of the state board of education. The compensation of the director shall be as determined pursuant to § 38-611.

C. The director shall carry out the provisions of this article and the duties prescribed by the state board of education relating to the administration of the provisions of this article.

D. Only a person with at least a master's degree in education and who is experienced in special education is eligible for appointment as director of the division of special education.

§ 15-1013. Evaluation of child or placement in special education programs

A. The referral of a child for evaluation for possible placement in a special education program shall be made under the direction of the chief administrative official of the school district or county, or such person designated by him as responsible for special education, after consultation with the parent or guardian.

B. Before a child is placed in a special education program an evaluation shall be made of the capabilities and limitations of the child. The evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap and under the direction of the chief administrative official of the school district or county or such person designated by him as responsible for special education. If appropriate, the educational implications of the handicapping conditions shall be evaluated by a psychologist.

C. The results of the evaluation shall be submitted in writing and with recommendations to the chief administrative official of the school district or county or to such person designated by him as responsible for special education.

D. In determining placement the following persons shall be consulted by the chief administrative official of the school district or county or such person designated by him as responsible for special education.

1. The school principal.

2. A person responsible for administering or conducting special education courses in the school or school district.

3. A teacher who currently has been instructing the child.

4. An appropriate professional advisor who may be a physician, psychologist, professional social worker or school nurse.

5. A parent or guardian of the child.

E. The chief administrative official of the school district or county or such person designated by him as responsible for special education shall place the child, except that no child shall be placed or retained in a special education program without the approval of his parent or guardian.

§ 15-1014. Review of special education placement

The placement of a child in a special education program shall be reviewed by the chief administrative official of the school district or county or such person as designated by him as responsible for special education once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the special education program. A copy of the results of the review shall be submitted to the person making such request or recommendation for review.

§ 15-1015. Powers of the governing body of a school district or county

A. The governing body of a school district or the county school superintendent may:

1. Establish special education programs for the education of exceptional children.

2. Employ certified special personnel including a director of special education for the operation of special school programs for exceptional children.

3. In cooperation with another district or districts, establish special education programs for exceptional children. When two or more governing bodies determine to carry out by joint agreement the duties in regard to the special education programs for exceptional children, the governing bodies may, in accordance with the rules and regulations of the division of special education, establish a written agreement for the provision of services. In such agreements, one governing body shall administer the program in accordance with the contract agreement between the districts. Tuition students may be included in the agreement.

4. Establish work-experience programs in accordance with rules and regulations of the division of special education. The work-experience programs shall consist of classroom instruction, evaluation, training, and part-time

employment. The evaluation, training, and part-time employment may take place on or off the school campus, in or out of the school district, but must be under supervision of certified school personnel. Students enrolled in the work-experience program shall be at least sixteen years of age. Time in a work-experience program shall be counted as attendance at school to qualify for appropriations provided by § 15-1017. All work-experience programs must have the approval of the state division of special education.

B. In a school district that does not provide a special program, the governing body may petition the county school superintendent, who may, upon approval of the division of special education, establish special education or special services in accordance with the rules and regulations of the division of special education.

C. The county school superintendent may, upon approval of the division of special education, establish special education programs in the county accommodation schools under his jurisdiction or may cooperate with other school districts by agreement to provide such services for such special programs in accordance with the rules and regulations of the division of special education. At the beginning of each school year the county school superintendent shall present an estimate of the current year's accommodation school exceptional programs tuition cost to each school district that has signed an agreement to use the services of the accommodation school. The tuition shall be the estimated per capita cost based on the number of pupils that each school district has estimated will enroll in the program and the school district shall pay the tuition quarterly in advance on July 1, October 1, January 1, and April 1. Increases in enrollment during the school year over the school district's estimate of July 1, shall cause the tuition charges to be adjusted accordingly. In the event of overpayment by the district of residence, the necessary adjustment shall be made at the close of the school year.

D. The special education program under this section shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the state division of special education.

E. The school district or county school superintendent may contract with other approved public or private agencies, within or without the district, for the education of exceptional children in accordance with the rules and regulations prescribed by the division of special education.

F. The total enrollment in all special education programs of a school district or county may be increased annually by not to exceed twenty per cent of the total average daily attendance in all special education programs of the school district or county during the previous year. The daily attendance of speech handicapped children, not exceeding ninety for each speech therapist, who have during the previous year, received speech therapy, from a certified speech therapist employed by the school district or county, shall be included for the purpose of determining the growth limitation of this section. Such limitation shall not apply to a school district or county which has a total average daily attendance in its special education programs of one hundred or less pupils.

G. No child may be counted in the computation of average daily attendance in more than one exceptional category for the purpose of the growth limitation provided in this section.

§ 15-1016. Acceptance of gifts for exceptional children; use; unexpended funds

A. The state board of education may accept gifts or monies from public and private organizations, for the division of special education for exceptional children, provided the purpose of the gift specified by the donor is approved by the board and is within the scope of the board's powers and duties. There is established a fund for the placement of such monies, which shall be designated as the exceptional children special education fund.

B. Any such monies received by the state board shall be placed in the appropriate special education fund and expended for the purpose specified by the donor.

C. If all or part of the funds accepted by the board from a donor are not expended prior to the end of the fiscal year in which the gift was accepted, such remaining balance of the amount donated shall remain in the special education gift fund until needed for the purpose specified by the donor.

§ 15-1017. Appropriation and apportionment; approval of program; budget limit exception

A. All students as defined by § 15-1011 shall be included in the appropriation and apportionment made pursuant to §§ 15-1211 and 15-1212 and the county levy as provided in § 15-1235. In addition:

1. The legislature shall appropriate the following amounts per unit of average daily attendance per annum for each special education student taught, the appropriation being made on an actual per capita per annum basis as shown by the records of the superintendent of public instruction:

(a) Three hundred eighty dollars per unit of average daily attendance of educable mentally handicapped pupils.

(b) Three hundred eighty dollars per unit of average daily attendance of emotionally handicapped pupils.

(c) Fifty dollars per unit of average daily attendance of gifted pupils.

(d) Five hundred twenty-six dollars per unit of average daily attendance of homebound pupils.

(e) Five hundred ninety dollars per unit of average daily attendance of multiple handicapped pupils.

(f) Three hundred eighty dollars per unit of average daily attendance of physically handicapped pupils.

(g) Three hundred eighty dollars per unit of average daily attendance of specific learning disabled pupils. (Maximum reimbursement for 1972-1973, $600,000.00).

(h) Six hundred ninety dollars per unit of average daily attendance of trainable mentally handicapped pupils.

2. The county shall provide the following amounts per unit of average daily attendance for each special education student taught by the district:

(a) Ten dollars per unit of average daily attendance of educable mentally handicapped pupils.

(b) Ten dollars per unit of average daily attendance of emotionally handicapped pupils.

(c) Ten dollars per unit of average daily attendance of homebound pupils.

(d) Ten dollars per unit of average daily attendance of multiple handicapped pupils.

(e) Ten dollars per unit of average daily attendance of physically handicapped pupils.

(f) Ten dollars per unit of average daily attendance of specific learning disabled pupils.

(g) Ten dollars per unit of average daily attendance of trainable mentally handicapped pupils.

3. The legislature shall appropriate fifty dollars for each speech handicapped pupil, except that such monies shall not be paid on behalf of more than ninety pupils for each certified speech therapist employed by the school district or county.

B. The appropriations and apportionment shall be computed with reference to the estimated number of special education students to be taught during the current year in classes and programs having a minimum of two hundred forty minutes of instruction or work experience as provided for in § 15-1015, subsection A per school day, except that a child receiving instruction under the homebound teaching program shall be deemed in full attendance when he attends classes or receives instruction for a period of not less than four hours per week. Any additional cost resulting from the special education program and not provided for under the provisions of this section shall be met by each school district having students receiving special instruction or by the county in the case of a county special education program.

C. The appropriations and apportionment provided under the terms of this section shall not be granted to the governing body of a school district or county school superintendent unless the district or county complies with the provisions

of this article and the conditions and standards prescribed by the director of the division of special education. A school district or county program for education of handicapped children, as prescribed by the terms of this article, shall be presented to the state board of education for approval.

D. After the fiscal year 1970-71, the total of state assistance and the total of county assistance for which a school district or county is otherwise eligible pursuant to this section shall not be in an amount which is an increase of more than twenty percent over the amounts of such assistance in the previous year, except that such limitation shall not apply to a school district or county which has a total average daily attendance in its special education programs of one hundred or less pupils.

E. Any special education per capita operational cost over and above the per capita operational cost of a district as shown in item 7 of the six per cent budget limit check shall be exempted from the six percent budget limit.

F. The budget six percent limit does not apply to any school district acting as either fiscal or administrative agent for an intergovernmental agreement pursuant to § 11-952, for the provision of programs provided for in § 15-1015, subsection A, paragraph 3 to the extent of tuition monies budgeted and received from other cooperating school districts.

§ 15-1018. Limitation does not apply

Notwithstanding the provisions of subsection F, § 15-1015, and subsection D, § 15-1017, the twenty percent limitation provided for in such subsections does not apply in the first year during which a program is instituted for speech handicapped or gifted pupils.

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

ANNUAL APPLICATION FOR APPROVAL OF SPECIAL EDUCATION PROGRAMS

School Year _____

School District _____ No. _____ County _____

Address _____ Zip _____ Phone No. _____

Contact Person _____ Title _____

Indicate Category of Exceptionality for which approval is being sought for the School Year 19___-___.	Number of Professional Personnel Budgeted (Teachers)	Number of Classes Estimated	Number of Students Estimated	Number of Outgoing Tuition Students Estimated
☐ Educable Mentally Handicapped (EMH)				
☐ Emotionally Handicapped (EH)				
☐ Homebound or Hospitalized (HB)				
☐ Multiple Handicapped (MH)				
☐ Physically Handicapped (PH)				
☐ Trainable Mentally Handicapped (TMH)				
☐ Specific Learning Disability (SLD)				
☐ Speech Handicapped (SPH)				
☐ Gifted (GFT)				
	*Estimated A.D.A.			

*This figure should agree with the number of students elibigle for A.D.A. on Form A-10 submitted to your county school superintendent for the current school year.

ANCILLARY SERVICES

Indicate Category of Service to be used in support of Special Education Programs	Number of Professional Personnel Budgeted	Per Cent Of Time Involved	Estimated Number of Special Education Students Served
☐ Special Education Administrator			
☐ Special Education Supervisor			
☐ Aural Handicapped			
☐ Visual Handicapped			
☐ Psychological Services			

(continued)

Category of Service (continued)	Number of Professional Personnel Budgeted	Per Cent of Time Involved	Estimated Number of Students Served
☐ Social Work Services			
☐ Medical Services			
☐ Nursing Services			
☐ Counseling Services			

WE HEREBY CERTIFY THAT:

1. We understand that approval of this application is contingent upon our submission of SE-2, Professional Personnel Employed in Special Education Programs and/or SE-3, Report of Students Receiving Special Education With Tuition Paid by School District of Residence, September 15 of the year for which this application is made.

2. We understand that we shall be required to adhere to the following:

   a. Title 15, Chapter 10, of Arizona Revised Statutes
   b. Rules and Regulations of the Division of Special Education as approved by the State Board of Education

_____ / _____ / _____
Signature of Chief School Administrator — Title — Date

_____ / _____
Signature of Clerk of the Board of Trustees/Board of Education — Date

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____ / _____
Division of Special Education — Date

DUE:

May 12

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

SE 1-2000
7/72

APPENDIX B

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

PROFESSIONAL PERSONNEL EMPLOYED IN SPECIAL EDUCATION PROGRAMS
School Year _____

School District _____ No. _____ County _____

Address _____ Zip _____ Phone No. _____

Contact Person _____ Title _____

Name of Professional Person	Position Title	Special Education Certificate Number/Area		Annual Salary	Average Daily Membership	* Exceptionality Served	Register Number Used for Reporting Attendance

* Use code as specified in Attendance Reporting section on page 15 of the Administrator's Guide, Programs for Exceptional Children

This information is submitted as substantiating evidence to SE-1 that was approved by the Division of Special Education on _____ 19____.

_____/_____/_____
Signature of School Official / Title / Date

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____/_____
Division of Special Education / Date

DUE: (circle one)

End of First School Month
End of Sixth School Month

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

SE 2 - 2000
7/72

PROFESSIONAL PERSONNEL EMPLOYED IN SPECIAL EDUCATION PROGRAMS

School Year_____

School District_____ No._____ County_____

Name of Professional Person	Position Title	Special Education Certificate Number/Area		Annual Salary	Average Daily Membership	* Exceptionality Served	Register Number Used for Reporting Attendance

PARAPROFESSIONAL PERSONNEL						
Name of Para-Professional Person	Position Title	Supervising Teacher	Annual Salary	Average Daily Membership	Exceptionality Served	Supervising Teacher's Reg. No.

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DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

REPORT OF STUDENTS RECEIVING SPECIAL EDUCATION
WITH TUITION PAID BY SCHOOL DISTRICT OF RESIDENCE
School Year_____

School District_____ No._____ County_____

Name of Public or Private Agency Providing Special Education Program	Transportation Provided by			Amount of Annual Tuition	Average Daily Membership	* Exceptionality Served	Register Number Used for Reporting Attendance
	Dist.	Parent	Agency				

* Use code as specified in Attendance Reporting section on page 15, Administrator's Guide, Programs for Exceptional Children

This is to certify that our school district has complied with Title 15, Chapter 10, of Arizona Revised Statutes and the rules and regulations of the Division of Special Education prior to enrolling a student in a special education program for which the school district will pay tuition.

_____/_____/_____
Signature of School Official / Title / Date

DUE: (circle one)

End of First School Month
End of Fourth School Month
End of Sixth School Month
End of Tenth School Month

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

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7/72

APPENDIX D

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

APPLICATION FOR HOMEBOUND/HOSPITALIZED INSTRUCTION

School Year_____

School District_____ No._____ County_____

District Address_____

Name of Student_____ Birthdate_____

School_____ Grade_____

==========

STATEMENT OF PHYSICIAN

Diagnosis_____

I hereby certify this student as being unable to attend regular classes for a period of not less than three school months (60 consecutive school days).

_____/_____/_____
Signature of Physician | Address | Date

==========

PARENT OR GUARDIAN STATEMENT

I hereby request and approve homebound/hospitalized instruction for my child.

_____/_____
Signature of Parent or Guardian | Date

==========

SCHOOL DISTRICT STATEMENT

I hereby certify that the student named on this application meets all requirements of ARS ~~§§~~ 15-1013 and 15-1014 for homebound/hospitalized instruction, and that this student's attendance will be reported on Register #_____.

Date Enrolled_____, 19____ Date Terminated_____, 19____

_____/_____/_____
Signature of School Official | Title | Date

==========

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____/_____
Division of Special Education | Date

==========

DISTRIBUTION:

Submit four (4) copies to the Division of Special Education

SE 4 - 6000
7/72

APPENDIX E

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

APPLICATION FOR INSTRUCTION IN A PHYSICALLY HANDICAPPED PROGRAM

School Year_____

School District_____ No._____ County_____

Name of Student_____ Birthdate_____

School_____ Grade_____

Student's Address_____ Telephone_____

STATEMENT OF PHYSICIAN

Diagnosis_____

I have examined this student who was referred to me because of a reported physical handicap that requires specialized instructional techniques. My evaluation is based on my personal examination of the child and substantiating information supplied by the school authorities. In my opinion this child has a physical handicap that results in a disability which will impede his educational progress in a regular classroom.

_____/_____/_____
Signature of Physician Address Date

PARENT OR GUARDIAN STATEMENT

I request and approve instruction in a physically handicapped class for my child.

_____/_____
Signature of Parent or Guardian Date

SCHOOL DISTRICT STATEMENT

I hereby certify that the student named on this application meets all requirements of ARS §§ 15-1011, 15-1013, and 15-1014 for physically handicapped instruction, and that this student's attendance will be reported on Register #_____.

_____/_____/_____
Signature of School Official Title Date

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____/_____
Division of Special Education Date

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

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DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

ANCILLARY PERSONNEL EMPLOYED IN SPECIAL EDUCATION PROGRAMS
School Year _____

School District _____ No. _____ County _____

Name of Professional Person	Position Title	Type of Certificate	Certificate Number	Annual Salary	% of Time Spent in Special Education	* Exceptionality Served

* Use code as specified in Attendance Reporting section on page 15, Administrator's Guide, Programs for Exceptional Children.

DUE:
End of First School Month

DISTRIBUTION:
Submit one (1) copy to the Division of Special Education

SE 6 - 2000
7/72

APPENDIX G

SAMPLE

REFERRAL AND EVALUATION

School Year _____

School District _____ No. _____ County _____

Name of Student _____ Birthdate _____

School _____ Grade _____

REFERRAL STATEMENT

This is to confirm that the above named school district has consulted with me regarding referral for evaluation for possible placement in a special education program.

_____ / _____
Signature of Parent or Guardian Date

I have referred the above named student to _____
Appropriate Specialist(s)

_____ for evaluation for possible placement in a special education program.

_____ / _____
Signature of Chief School Administrator or Representative Date

EVALUATION STATEMENT

I have performed an evaluation of the above named child for possible placement in a special education program. A report of my evaluation, including recommendations, has been filed with the school district administrator making the referral.

_____ / _____
Signature of Specialist Date

_____ / _____
Signature of Specialist Date

_____ / _____
Signature of Specialist Date

_____ / _____
Signature of Specialist Date

SE 7 - 2000
7/72

APPENDIX H

SAMPLE

PLACEMENT STATEMENT

School Year_____

School District_____County_____

Name of Student_____Birthdate_____

School_____Grade_____

Student's Address_____Telephone_____

The following persons have been consulted regarding placement of the above named student in a special education program. It is the consensus of our opinion that the student (should) (should not) be placed in a special education program.

_____/_____
Signature of School Principal Date

_____/_____
Signature of Special Education Administrator or Representative Date

_____/_____
Signature of Teacher Date

_____/_____
Signature of Professional Advisor Date

_____/_____
Signature of Parent or Guardian Date

I approve placement of my child in a special education program designed for the

_____Handicapped. A description of the nature and content of the special education program offered has been explained to me. I also understand that I have the right to request a review of the placement once each semester. The preceding has been explained to me in my primary language.

_____/_____
Signature of Parent or Guardian Date

The above named student shall be placed in a special education program for the

_____Handicapped.

_____/_____
Signature of Chief School Administrator Date

SAMPLE

REVIEW OF PLACEMENT

School Year_____

School District_____ No._____ County_____

Name of Student_____ Birthdate_____

School_____ Grade_____

Student's Address_____ Telephone_____

We have reviewed the special education placement of the above named student. It is the consensus of our opinion that this child (should) (should not) be continued in a special education program.

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

I have received a copy of the review of special education placement that I requested on_____, 19___.

_____/_____/_____
Signature Title Date

(A copy of the review should be attached)

SE 7b - 2000
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APPENDIX J

AGREEMENT

THIS AGREEMENT made and entered into this _____ day of _____, 19___, by and between _____ hereinafter referred to as "First Party" and _____School District Number_____, hereinafter referred to as "Second Party";

WITNESSETH:

WHEREAS, the First Party conducts a special education program for _____ Handicapped children as defined in ARS § 15-1011.

AND, WHEREAS, the First Party have been approved for the 19____-____ school year by the Division of Special Education, Department of Education, as specified in ARS § 15-1015 and the Administrator's Guide, Programs for Exceptional Children, to conduct special education programs for the handicapped as indicated above.

AND, WHEREAS, the First Party agrees to file with the Second Party a copy of a curriculum guide that will be utilized in its special education program.

AND, WHEREAS, the First Party agrees to file a plan with the Second Party for

(1) Reporting attendance of students;

(2) Consulting with the Second Party concerning the special education of the students for which the Second Party pays tuition; and

(3) Returning the students to the public school for instruction.

AND, WHEREAS, the First Party agrees to submit to the Division of Special Education, Department of Education, at the end of the 19____-____, school year the names and district of residence of any and all students covered by this agreement.

AND, WHEREAS, the First Party agrees to carry liability insurance covering its operations, a copy of which is filed with the Second Party.

AND, WHEREAS, the Second Party has certain handicapped children, as determined by ARS § 15-1013, it believes will benefit from the special education program of the First Party.

NOW, THEREFORE, in consideration of the mutual covenants, conditions and promises hereinafter contained, the parties agree as follows:

1. The First Party agrees to maintain reasonable and appropriate standards as indicated in the curriculum guide, and to use reasonable care in conducting its program.

2. Subject to space and staff limitations as determined by the First Party and subject to the standards set forth in the curriculum guide, the First Party, as it is able, will accept referral of appropriate students to the program by the Second Party.

3. Students shall be referred to the First Party by the Second Party only upon written permission as required by the Application for Private School Enrollment, SE-9, signed for the Second Party by its authorized officer with parental and Division of Special Education, Department of Education, approval.

4. The First Party agrees to submit attendance and progress reports as required by the Second Party. (Refer to pages 14 and 15 of the Administrator's Guide, Programs for Exceptional Children.)

5. Second Party shall pay to the First Party tuition as indicated in the Application for Private School Enrollment, SE-9, for each child enrolled in the program, payment to be made monthly within twenty (20) days following each register

month in which said child is enrolled in the special education program. If a child is so enrolled for less than ten (10) school days in said register month, then payment shall be one-half (1/2) of the amount shown in the Application for Private School Enrollment, SE-9.

6. The Second Party reserves the right to withdraw any child at any time by giving written notice to the First Party of such withdrawal. (Refer to page 5 of the Administrator's Guide, Programs for Exceptional Children.) The Second Party agrees that it will use all of its best efforts to give the First Party at least thirty (30) days notice of the intended withdrawal of any child or children.

7. Either party to this agreement may cancel the agreement for good cause upon giving thirty (30) days written notice to the other party. In the absence of good cause, either party may cancel this agreement by giving sixty (60) days written notice to the other party of the cancellation hereof.

8. This agreement is for the school year 19____-_____, only, and, unless sooner terminated pursuant to the terms hereof, terminates at the end of such school year.

IN WITNESS WHEREOF, the parties have hereunto caused this agreement to be executed the day and year first above written.

FIRST PARTY: _____
Private Agency

_____ / _____ / _____
Signature Title Date

SECOND PARTY: _____ / _____
Public School District Number

_____, Arizona
County

_____ / _____
Signature of Chief School Administrator Date

ATTEST:

_____
President of the Board

ATTEST:

_____
Member of the Board

APPROVED:

_____ / _____
Clerk of the Board Date

DIVISION OF SPECIAL EDUCATION STATEMENT

The Division of Special Education of the Arizona Department of Education has given its approval to the special education program set forth in this agreement and to the First Party and its operation thereof.

_____ / _____
Division of Special Education Date

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

APPLICATION FOR PRIVATE SCHOOL ENROLLMENT

School Year _____

SECOND PARTY (School District) _____ No. _____ County _____
FIRST PARTY (Private Agency) _____
Name of Student _____ Birthdate _____
Student's Address _____ Telephone _____

The Second Party hereby grants permission for the above named student to attend the Special Education Program conducted by the First Party and agrees to pay tuition of $_____ per register month to be billed after services are rendered. The parent or guardian of the above named child agrees to pay tuition of $_____ per register month to be billed after services are rendered. Total monthly tuition for the above named child is $_____. Total annual tuition is $_____.

PARENT OR GUARDIAN STATEMENT

I hereby agree to have my child, named above, attend the Special Education Program conducted by the school or agency named above. I, furthermore, agree to pay that portion of the tuition, as indicated above, for the education services rendered.

_____ / _____
Signature of Parent or Guardian — Date

SCHOOL DISTRICT STATEMENT

I hereby certify that the requirements of ARS §§ 15-1013, 15-1015, and the rules and regulations of the Division of Special Education (pages 12 and 13 of the Administrator's Guide, Programs for Exceptional Children) have been met. I further certify that the student named above will have his/her attendance reported on Register #_____, which has been assigned to the _____ Handicapped category. In addition, I certify that the Second Party will pay tuition, as indicated above, for educational services only.

_____ / _____ / _____
Signature of School Official — Title — Date

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____ / _____
Division of Special Education — Date

INSTRUCTIONS:
An ☐ evaluation report must accompany this form and, when appropriate, an ☐ SE-5 Application for Instruction in a Physically Handicapped Program.

DISTRIBUTION:
Submit three (3) copies to the Division of Special Education

SE 9 - 2000
7/72

APPENDIX L

DIST. NO. _____ DISTRICT NAME _____ ELEMENTARY OR HIGH SCHOOL _____ COUNTY _____

STATE OF ARIZONA
DEPARTMENT OF EDUCATION
W.P. Shofstall, Ph.D., Superintendent

OFFICIAL WORKSHEET FOR COMPUTING THE ADDITIONAL PERMISSIBLE EXPENDITURES WHICH MAY BE BUDGETED FOR SPECIAL EDUCATION PROGRAMS IN 1972-73

Per Authority ARS 15-1017E -- 29th Legislature, 2 Reg. Session

NOTE: In using this form, do not include Speech Handicapped program. Use separate Form Number D-16b and D-16c.

I To Determine the Per Capita Non-Instructional Operational Cost of Special Education:

A. Add the totals of Categories I, III, IV, V, VI and VII in right hand column of 1972-73 PROPOSED BUDGET . . . . . _____

B. Enter the Total estimated ADA for 1972-73 as shown on Line 10, Column 2 of Budget 6% Limit Check . . . . . _____

C. Divide the amount on Line A above by the ADA shown on Line B . . . . _____
(This is the per capita cost of all operations EXCEPT Instruction.)

II To Determine the Per Capita Instructional Costs for Special Education:

D. Enter the total budgeted cost for Special Education Instruction . . . . _____
(This is derived from attached schedule budgeting such costs.)

E. Enter the total estimated ADA for Special Education pupils in 1972-73 reduced by the number of tuition Sp. Ed. pupils . . . . . _____
(This figure must conform to that submitted for approval to the Director of Special Education.)

F. Divide the amount on Line D above by ADA shown on Line E . . . . . _____
(This is the per capita cost of all Instruction for Spec. Education.)

G. Add amounts on Lines C and F . . . . . _____
(This is the total per capita cost for educating Spec. Ed. pupils.)

III To Determine the Excess Per Capita Cost for Educating Special Education Pupils:

H. Enter the per capita operational cost shown on Line 7 of Budget 6% Limit Check . . . . . _____

I. Subtract amount on Line H from Line G . . . . . _____
(This is the excess per capita cost for educating Spec. Ed. pupils.)

IV To Determine the Adjusted Total Permissible Budget Including that for Special Education:

J. Multiply the amount on Line I by the Special Education ADA -- shown on Line E . . . . . _____

K. Enter amount shown on Line L of Speech Handicapped Form D-16b if applicable . . . . . _____

L. Enter amount shown on Line 9 of Budget 6% Limit Check . . . . . _____

M. Add amounts on Lines J, K and L . . . . . _____
(This is the Adjusted Total Permissible Budget with additional Special Education permissible expenditures included.)

PLEASE NOTE: In connection with the March 15th Revised Budget, the amounts shown for Items A,B,D & E of the worksheet are to be replaced by the actual first 6 months computations based on Total ADA and Special Education ADA, keeping in mind that the only time Item A can increase is when Item B increases. Based on Item E, a new Form D-16a may need to be submitted which will result in a revision to Item D. This will affect the additional permissible expenditure budget to be added to Line 9 of the Budget 6% Limit Check at that time.

DIST. NO. _____ DISTRICT NAME _____ ELEMENTARY OR HIGH SCHOOL _____ COUNTY _____

STATE OF ARIZONA
DEPARTMENT OF EDUCATION
W.P. Shofstall, Ph.D., Superintendent

SCHEDULE OF BUDGETED SPECIAL EDUCATION INSTRUCTIONAL COSTS IN 1972-73

(NOTE: DO NOT INCLUDE SPEECH HANDICAPPED PROGRAM)

The following are the estimated anticipated instructional costs for the Special Education program only of this school district in 1972-73:

	NO. OF EMPLOYEES		ADOPTED BUDGET	ACTUAL EXPENDITURES	PROPOSED BUDGET
	Past Fiscal Year (1971-72)	Current Fiscal Year (1972-73)	Past Fiscal Year (1971-72)	Past Fiscal Year (1971-72)	Current Fiscal Year (1972-72)
II. INSTRUCTION					
Salaries					
2020 Supervisors of Instruction .	( )	( )	_____	_____	_____
2030 Guidance & Psych. Personnel	( )	( )	_____	_____	_____
2040 Class Room Teachers	( )	( )	_____	_____	_____
2070 Other Instructional Personnel	( )	( )	_____	_____	_____
2080 Librarians	( )	( )	_____	_____	_____
2090 Secretarial & Clerical Assts.	( )	( )	_____	_____	_____
Supplies and Expense					
2100 Teaching Supplies			_____	_____	_____
2200 Library Books			_____	_____	_____
2400 Travel			_____	_____	_____
2500 Other			_____	_____	_____
TOTAL			_____	_____	_____

(If 1971-72 figures are not available for Columns 3 & 4 above, leave spaces blank.)

LIST EACH INSTRUCTIONAL POSITION BELOW BY TYPE AND CODE NUMBER
(Instructional position means: Supervisor, Psychologist, Teacher, Aide, etc. Add amounts for each Code No. below & insert in Column 5 opposite appropriate Code No.)

Code No.	Position Title	Annual Salary	% for Spec. Ed.	Est. Spec. Ed. Cost

TOTAL . . . _____

ADE - D-16a
4/72

DIST. NO. _____ DISTRICT NAME _____ ELEMENTARY OR HIGH SCHOOL _____ COUNTY _____

STATE OF ARIZONA
DEPARTMENT OF EDUCATION
W.P. Shofstall, Ph.D., Superintendent

SPEECH HANDICAPPED PROGRAM

OFFICIAL WORKSHEET FOR COMPUTING THE ADDITIONAL PERMISSIBLE EXPENDITURES WHICH MAY BE BUDGETED FOR SPEECH HANDICAPPED PROGRAMS IN 1972-73
Per Authority ARS 15-1017E -- 29th Legislature, 2nd Reg. Session

I To Determine Per Capita Non-Instructional Operational Cost of Speech Handicapped Program:

A. Add the totals of Categories I, III, IV, V, VI and VII in right hand column of 1972-73 PROPOSED BUDGET . . . . . _____

B. Enter the Total estimated ADA for 1972-73 as shown on Line 10, Column 2 of Budget 6% Limit Check . . . . . _____

C. Divide the amount on Line A above by the ADA shown on Line B . . . . . _____
(This is the per capita cost of all operations EXCEPT Instruction.)

II To Determine Per Capita Instructional Costs for Speech Handicapped:

D. Enter the total budgeted cost for Speech Handicapped programs . . . . _____
(This is the cost of speech therapists, etc. See ADE Form 16c.)

E. Enter the total estimated enrollment for Speech Handicapped pupils in 1972-73 reduced by number of tuition Speech Handicapped pupils. . . _____
(This figure must conform to that submitted for approval to the Director of Special Education.)

F. Divide the amount on Line D above by enrollment shown on Line E . . . _____
(This is the per capita cost of the Speech Handicapped program.)

G. The total of Category II, in right hand Column of 1972-73 Proposed Budget is . . . . . _____

H. Divide the amount on Line G above by the ADA shown on Line E . . . . . _____
(This is the per capita instructional costs of all students.)

I. Add amounts on Line C, F & H . . . . . _____
(This is the total per capita cost for educating Speech Handicapped pupils.)

III To Determine the Excess Per Capita Cost for Educating Speech Handicapped Pupils:

J. Enter the per capita operational cost shown on Line 7 of Budget 6% Limit Check . . . . . _____

K. Subtract amount on Line J from Line I . . . . . _____
(This is the excess per capita cost for educating Speech Handicapped pupils.)

L. Multiply the amount on Line K by the Speech Handicapped enrollment shown on Line E . . . . . _____

PLEASE NOTE: At the time of the March 15th Budget Revision, information shown on Lines A,B,D and G must be replaced by the actual 6 month computations based on Total ADA. Since Line E is based on total enrollment (which may or may not have been reached as indicated in the original budget submission) this figure can only be revised upward. If the Speech Handicapped program is enlarged and is within the 20% growth limitation then a new Form D-16c must be submitted also.

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SCHEDULE OF BUDGETED SPEECH HANDICAPPED PROGRAM COSTS IN 1972-73

The following are the estimated anticipated instructional costs for the Speech Handicapped program only of this school district in 1972-73:

		NO. OF EMPLOYEES		ADOPTED BUDGET	ACTUAL EXPENDITURES	PROPOSED BUDGET
		Past Fiscal Year (1971-72)	Current Fiscal Year (1972-73)	Past Fiscal Year (1971-72)	Past Fiscal Year (1971-72)	Current Fiscal Year (1972-73)
II.	INSTRUCTION					
	Salaries					
2070	Other Instructional Personnel	( )	( )			
	Supplies and Expense					
2100	Teaching Supplies	( )	( )			
2200	Library Books	( )	( )			
2400	Travel	( )	( )			
2500	Other	( )	( )			
	TOTAL					

(If 1971-72 figures are not available for Columns 3 & 4 above, leave spaces blank.)

ONLY THOSE EXPENSES ATTRIBUTABLE AND DIRECTLY RELATED TO THE SPEECH HANDICAPPED PROGRAM WILL BE ALLOWED

LIST EACH INSTRUCTIONAL POSITION BELOW BY TYPE AND CODE NUMBER:
(Instructional position means: Supervisor, Psychologist, Teacher, Aide, etc. Add amounts for each Code No. below & insert in Column 5 opposite appropriate Code No.)

CODE NO.	POSITION TITLE	ANNUAL SALARY

TOTAL . . . _____

END

ADE FORM D-16c
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